

**General Certificate of Secondary Education**  
**Modern Foreign Languages**  
**Turkish - Speaking**  
**Specimen Paper**

**A842**

**Additional materials: none**

## INSTRUCTIONS TO CANDIDATES

- You must carry out the tasks specified in the situation overleaf by giving the information required. The roles to be played by the Examiner and yourself are indicated. You must assume that the Examiner speaks no English.

## INFORMATION FOR CANDIDATES

- You should remember that you are taking part in a conversation: you must respond to what the Examiner says and not simply carry out the tasks supplied as though the Examiner were not there.
- You are not allowed to make written notes

This document consists of **6** printed pages.

**Role Play 1 A**

You are in Istanbul and buying food and drink in a shop.  
Your teacher will play the part of the shopkeeper.

You will have to:

- 1 ask for some fruit (eg bananas / apples / pears)
- 2 ask for 500 grams
- 3 ask for a drink (eg lemonade / water / orange juice)
- 4 ask for a bag
- 5 ask the cost

**Role Play 1 B**

You are in a clothes shop in Marmaris.  
Your teacher will play the part of the shopkeeper.

You will have to

- 1 ask for an item (eg shirt / trousers / coat)
- 2 say you want blue
- 3 say you want a small size
- 4 say what material (eg cotton / leather / denim)
- 5 ask the cost

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**Role Play 2 A**

You are at the reception desk in a hotel in Ankara. Your teacher will play the part of the receptionist.

You will have to:

- 1 say you want to pay
- 2 say when you arrived (eg Monday / yesterday / last week)
- 3 say how you have travelled and why you like or dislike that form of transport
- 4 give at least 2 things that you like or dislike about holidays in Turkey and why

**Role Play 2 B**

You are in a job interview in Turkey. Your teacher will play the part of the employer.

You will have to:

- 1 give your age and nationality
- 2 say where you have worked (eg in a supermarket / in a café / in a garage)
- 3 say what you did with your wages and why
- 4 give details of at least 2 jobs that you would like to do or would not like to do and why

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The maximum mark for this paper is 50.

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## Security of the Test Material

**Please note that you must examine your candidates in accordance with the Random Order Sheet on the inside front cover opposite.**

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used by the teacher for preparation or testing. At the end of each session all items must be accounted for.

## Quiet Conditions

These are essential. The examination room should be free from any noise or disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that the Speaking Test is in progress.

## Separate Preparation Room

This is essential. It should be near the examination room and should not be part of a corridor. Other students should not have access to the area and it should be equipped with a table where candidates can prepare their role play tasks.

The candidate is not allowed to make written notes during the preparation time.

There should be no immediate contact between candidates preparing and those who have finished the Speaking Test.

## Invigilation

OCR recommends that an invigilator supervises the candidates while they are preparing for the test.

## Dictionaries

No access to dictionaries is allowed during the preparation time or during the examination.

## Conduct of the Speaking Test

The Speaking Test is a single tier exam and consists of two role plays and general conversation. Candidates can “opt out” of the role plays when they have reached an appropriate level, but teacher / examiners should encourage the candidate to complete the maximum.

The Speaking Test will last between 8 and 10 minutes.

The first candidate should be given a maximum of 10 minutes to prepare and then each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

## Recording the Speaking Tests

The Centre **must** record all candidates and send all the recordings and the completed mark sheets to either the OCR repository (if sent electronically) or the external OCR Examiner.



The recording of each task should be continuous and must not be edited in any way. At the beginning of each recorded file, the teacher or supervisor should give the following information:

Date of the recording  
 Centre number and name  
 Candidate number and name  
 Unit number and component number

Both the candidate and the teacher should be audible.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the recording.

Each CD or DVD should be labelled with the Centre number and unit number. To label CDs and DVDs appropriate marker pens should be used. The use of biro, for example, may make the contents of the disk unreadable. Centres should also complete each CD/DVD insert.

For more technical information, consult the OCR website and the document *Digital Audio Technology: Guidance to Centres and Assessment Personnel*.

### Completion of Mark Sheets

The teacher / examiner must complete an individual mark sheet for **each** candidate with:

- Candidate name and number
- Centre number
- Name of teacher / examiner
- Date of test
- Number of card used
- Titles of topics for General Conversation

When the tests are complete, you must send the following to the OCR Examiner or repository:

- All attendance registers
- All individual mark sheets
- The clearly labelled recordings of all candidates' tests

It is essential that recordings be packed securely to ensure safe delivery went sent through the post.

The Examinations Officer at your Centre will receive the name and address of the OCR Examiner. If you have carried out the Speaking Tests before this arrives, please keep the recordings secure in the meantime.

**All materials must be received by the OCR Examiner by no later than May 15.**

### Absent Candidates

If any candidate(s) are absent on the day(s) set aside by the Centre for the Speaking Tests, they may be tested at another time **within the specified period**. The following items must be despatched immediately after the Speaking Test:

- The candidate's recording
- The candidate's individual mark sheet

## Elements of the Speaking Test

It is essential that candidates complete all parts of the Speaking Test as set out below. Candidates cannot be compensated for any part that is omitted.

Section 1 Role Play	(1-2 minutes)
Section 2 Role Play	(1-2 minutes)
General Conversation on 2 topics	(approximately 6 minutes)

## Mark Scheme

Section 1 Role Play	Communication	5 marks
Section 2 Role Play	Communication	10 marks
General Conversation	Communication	15 marks
Overall linguistic quality	Accuracy	20 marks

<b>Total</b>		<b>50 marks</b>
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## GENERAL NOTES

### Role Plays

The basic principle is that marks will be awarded when the candidate's utterance would communicate a correct, relevant meaning to a sympathetic native speaker of the target language who does not speak English.

A short utterance that **conveys the full meaning of the task** may be awarded the full marks available for that particular task. The examples given in this booklet, particularly for Section 2 Role Play tasks, are not exhaustive and teacher / examiners should use their professional judgement when the candidate provides an alternative, acceptable answer.

While **it is permissible** to "nudge" a candidate to clarify an utterance, if a teacher "feeds" a lexical item to a candidate, the candidate cannot receive any credit for that task.

The teacher may ask for further clarification if the candidate's initial utterance is ambiguous, incomplete or too inaccurate. However, it is unlikely to be worth the full marks available for the task in the Section 2 Role Plays if more than one query or paraphrase is needed from the teacher.

In a task which requires a verb, or a task in which the candidate offers a verb, **the time frame must be correct** for the award of full marks in Section 2 Role Plays.

### General Conversation

All candidates will cover **two** topics of General Conversation. For the first topic, candidates may choose to talk about one of the five main Topic Areas or a specific sub-topic, or another topic of their own choosing. The candidates would know and could prepare some material prior to the Speaking Test.

Candidates could use an A5 sized cue card with no more than 40 words and no complete sentences. Visuals and spider diagrams would be acceptable. It is suggested that this be structured as five bullet points with no more than eight words per bullet point in which conjugated verbs can be used.

Candidates would be expected to introduce their topic for no longer than thirty seconds and the teacher / examiner would develop the topic using further differentiated questions according to the candidate's ability.

The second main Topic Area would be prescribed by OCR and chosen by the teacher / examiner. It would not be communicated to the candidate until the completion of topic 1 in the examination room. This second topic should be chosen from the two main Topic Areas given on the teacher's card and the teacher must ensure that there is no overlap between the candidate's chosen topic and topic 2.

Candidates may not speak on two sub-topics from the same main Topic Area. **For example, candidates choosing "At work" (sub-topic 2b), should not be offered a further sub-topic, such as "at School or College" (sub-topic 2a) from this main Topic Area.**

The total time for the two topics (including the initial introduction of topic 1) should be approximately six minutes. Equal coverage should be given to both topics.

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The maximum mark for this paper is 50.

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**MARK SCHEME****Role Play 1**

5 items, marked 1, 0

<b>1</b>	Candidate successfully communicates the message with little assistance from the examiner (only one “nudge” permissible) Incorrect use of register (informal/formal ‘you’ form) and inappropriate tense overlooked at this level. Minor errors in pronunciation overlooked if communication is not impeded
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner. Pronunciation errors are major and impede communication

**Role Play 2**

4 items –

tasks 1 and 2 marked 2, 1, 0

tasks 3 and 4 marked 3, 2, 1, 0

<b>3</b>	The candidate communicates all of the task, using the appropriate tense and with little assistance from the examiner (only one “nudge” permissible). The candidate communicates a more developed opinion or justification. Inappropriate use of register (‘you’ form) means a maximum of 2 marks (on first occurrence only)
<b>2</b>	The candidate communicates most of the task, using the appropriate tense and with little assistance from the examiner. The candidate communicates a straightforward opinion or justification. Inappropriate use of register (‘you’ form) means a maximum of 1 mark (on first occurrence only)
<b>1</b>	Candidate partially communicates the message or eventually communicates the message after more than one prompt from the examiner OR the candidate communicates a weak opinion or justification.
<b>0</b>	Candidate fails to communicate the message or is fed the answer by the examiner.

<b>Discussion of General Conversation – Communication 15 marks</b>	
<b>15</b>	The candidate responds fully to all questions, including open ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.
<b>13/14</b>	Usually gives extra information in response to questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.
<b>11/12</b>	Produces enough language to respond to the questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.
<b>9/10</b>	Responds to the questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.
<b>7/8</b>	Performs unevenly in response to the questions but tries to address most of them. Expresses some opinions. Makes some attempt to deal with unpredictable elements. Hesitant at times.
<b>5/6</b>	Communicates with simple, short pieces of information in response to straightforward questions. Occasionally gives opinions. Attempts to link straightforward ideas. Hesitation usually in response to unpredictable elements.
<b>3/4</b>	Communicates a few facts or ideas in response to well-practised questions. Can express simple opinions. Sometimes irrelevant or repetitive. Communicates briefly in response to direct questions. Hesitant delivery.
<b>1/2</b>	Conveys only isolated pieces of information, even in response to very simple questions. Brief and monosyllabic. Single words in response to questions and delivery is slow and hesitant.
<b>0</b>	Communicates no relevant information

<b>Quality of Language 20 marks</b> <b>(applies to all elements of the speaking test)</b>	
<b>18/19/20</b>	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied. Pronunciation and intonation extremely accurate for a non-target language speaker.
<b>15/16/17</b>	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material. Pronunciation and intonation very accurate for a non-target language speaker.
<b>12/13/14</b>	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous. Some object and reflexive pronouns. Pronunciation and intonation mostly accurate with occasional errors.
<b>9/10/11</b>	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent. Pronunciation and intonation generally accurate.
<b>7/8</b>	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible. Pronunciation and intonation generally accurate, but some errors.
<b>5/6</b>	Some awareness of verbs and other simple structures. Limited use of vocabulary. Error does not impede routine communication over a few sentences. Pronunciation and intonation are fair, but inconsistent.
<b>3/4</b>	Only a few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure. Pronunciation and intonation are very approximate, but intelligible.
<b>1/2</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. Pronunciation is heavily influenced by another language.
<b>0</b>	Nothing coherent or accurate enough to be comprehensible.



**Assessment Objectives Grid (includes QWC)**

	<b>AO2</b>	<b>Total</b>
<b>Role Play</b>	50	<b>50</b>
<b>Totals</b>	<b>50</b>	<b>50</b>

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